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ABSTRACT

These guidelines, designed to aid schools in developing their own curriculum and to assist teachers in planning courses, set out objectives for the four language skills--listening, speaking, reading, and writing--and for cultural education in the teaching of Spanish in secondary schools. The guidelines assume that language learning is a communicative process and that language and culture are interrelated. The introductory material outlines the philosophy of second language instruction guiding program development. Three subsequent sections suggest specific behaviors, related learning activities, and evaluation activities for each of the four language skills, and for cultural instruction at three levels. Each section also contains an inventory of linguistic structures to be included in instruction at each level. A final section summarizes the instructional goals for level four in each skill area. (MSE)

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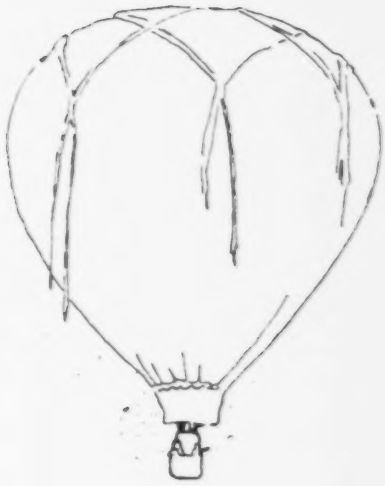
Suggested Learner Outcomes



Spanish

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John M. Folks, State Superintendent
Oklahoma City, Oklahoma
August, 1985

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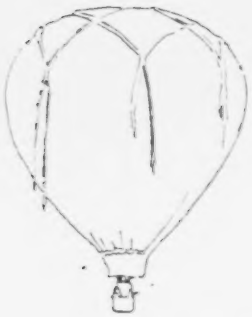

FOREWORD

During the academic year 1983-84 the Oklahoma State Department of Education began the process of producing standardized suggested learner outcomes in the five areas of Language Arts, Science, Math, Reading and Social Studies for grades 1 through 8. The goal was to have some stated objectives upon which teachers and administrators could build a solid curriculum which would ultimately provide a better education for the students of Oklahoma.

This process was continued during the 1984-85 year in the same five subject areas for grades 9 through 12. Secondary school foreign language learner outcomes were also devised for Spanish, French, German and Latin. Dozens of persons participated in the process and in June 1985 a second large group of teachers and administrators met to validate the learner outcomes. The booklet you have in your hand is the result of all this effort and we sincerely hope that it will be of assistance as you plan for effective teaching and learning in the classroom.

John M. Folks

John M. Folks
State Superintendent

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A Special Thanks To

The Oklahoma Curriculum Improvement Commission

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PREFACE

The Suggested Learner Outcomes you hold in your hand are the result of a great deal of input by many professionals in the foreign language education field. For budgetary reasons our committees had to be limited both in numbers and amount of time we could devote to the task. Our committee examined the best from many states and other educational agencies and chose to found its work on guidelines recently done in Texas. We are deeply grateful to the Texas Education Agency and to its Second Language Division for their permission to use their guidelines in this way.

The Oklahoma committee spent its time adapting, adopting, editing, deleting and refining and in the end produced a document with a focus on Oklahoma foreign language classrooms. We sincerely hope that it will prove useful in your daily teaching because that was our final goal.

The Development and Validation Committees

Philosophy

Acquiring foreign language skills is a long-term process, yet foreign language study undertaken on a short-term basis, e.g. for one or two years, can provide the following benefits for the learner:

- knowledge of and ability to use basic vocabulary and structures of the language
- awareness of the vast diversity among peoples
- greater sensitivity towards other peoples and other cultures
- development of insights into how language works
- improvement of study skills
- improvement of auditory discrimination and inference skills
- attainment of higher test scores on SAT's and ACT's

In addition to the above-mentioned benefits, foreign language study for over an extended period of time, e.g. for more than two years, can furnish the following advantages for the learner:

- increased ability to function in the language
- deeper understanding of the politics, geography, history and culture of the peoples who speak the language
- opportunities for advancement in one's chosen career
- enhanced enjoyment of international travel

Knowledge of a foreign language is thus, a source of lifelong satisfaction. It enhances one's professional and one's personal life.

SPANISH

LEVEL I

LISTENING

Goals

Students recognize and comprehend, at conversational speed, the general context and specific details of dialogs and the recombination thereof within the framework of previously learned material.

In order to demonstrate this recognition and comprehension students should be able to:

- Hear and discriminate among the various Spanish vowel sounds
- Hear and discriminate among the various Spanish consonant sounds
- Hear and respond to the Spanish intonation, stress, and rhythm
- Hear and comprehend the morphological changes indicated in the section on structure
- Hear and comprehend lexical items and content of material studied

Note: While a comparison of the English and Spanish sound systems may be necessary to make the student aware of the differences between them, a detailed study or comparison of the two systems is not appropriate at this level.

Suggested Learning Activities

In order to accomplish the goals outlined above, students might do the following:

- Listen to a series of words containing contrasting sounds (vowels and vowel clusters) and choose a specific sound from several that are given
- Indicate stress, rhythm, and intonation patterns in material heard
- Listen to a series of two or more words and indicate whether they are the same or different
- Paraphrase in English an aural Spanish passage (gisting)
- Listen to contrasting pairs of English and Spanish words, and mark whether they hear the English diphthongized vowel or the Spanish vowel: *de - day; le - lay,* etc.
- Listen to hear if a specific consonant sound occurs or does not occur in each word given
- Listen to a key word or words and indicate which word corresponds to the picture given on the answer sheet
- Look at a picture and listen to a statement about it, then mark whether the statement is true or false on their papers
- Carry out specific verbal instructions by playing *Simón Dice* and *Charades,* by drawing pictures on the chalkboard or overhead projector, or by moving pictures into position on a flannel or magnetic board
- Listen to a sentence and two or three rejoinders and select the rejoinder which best completes the idea in the original sentence
- Give orally the English equivalent to a Spanish word or sentence to show comprehension
- Listen to a familiar dialog or paragraph in recombination and then indicate whether the statements given about that dialog or paragraph are true or false

Activities for Evaluation

- Discrimination of sounds, using minimal pairs
- Multiple-choice items
- Physical response to verbal instructions
- Drawing of pictures or making marks to show comprehension
- Identification of pictures orally described
- Making appropriate English responses to questions in Spanish
- Dictation, after reading and writing have been introduced

SPEAKING

Goals

The speaking skills should generally parallel the listening skills except that the ability to produce spoken language should not be expected to equal the students' standard of aural comprehension and recognition.

In order to demonstrate speaking ability students should be able to:

- Produce in stressed or unstressed syllables

  Single vowels without diphthongs
  Diphthongs without separation

- Produce consonants in syllables without distortion
- Imitate authentic patterns of intonation, stress, rhythm, and linking
- Give information orally, using appropriate grammatical forms and word order characteristic of spoken Spanish
- Use familiar lexical items and content of dialogs in conversation patterns

Suggested Learning Activities

In order to accomplish the goals outlined above, students might do the following:

- Use teacher/tape as a model in order to produce acceptable sounds in Spanish
- Repeat contrasting pairs of words from a given model
- Use tongue twisters to produce certain consonant sounds, such as /r/ and /rr/
- Produce authentic linking, intonation, and stress patterns in songs and poems, as well as classroom materials
- Generate a line of previously learned dialog from a given visual clue
- Change or replace the utterance accordingly from a given oral clue
- Produce sentences and act them out; for example, *"Abro la puerta."*
- Produce a question based on a given statement
- Make drawings or use magazine cutouts to illustrate oral presentations
- Engage in short conversations, based on previously learned materials, with an exchange of at least four lines
- Ask and answer questions of one another and the teacher
- Participate in a directed dialog
- Answer yes-no questions based on visual clues
- Respond to either-or questions, such as *"¿Prefieres leche o café?"*
- Answer personal questions based on the material learned
- Participate in role-playing or guided conversation, using known vocabulary and structure
- Play games such as *"¿Quién soy yo?"* and *"¿Cómo soy yo?"*

Activities for Evaluation

While the oral testing of each student is a time-consuming operation for the teacher, its importance merits its being done at regular intervals.

Speaking skills may be evaluated through one or more of the following:

- Mimicry, using tape or teacher as a model (including specially chosen words or sentences to test production of vowel and consonant sounds)
- Response in Spanish to visual cue
- Directed conversation
- Substitution, replacement, and transformation drills (to evaluate pronunciation only)
- Initiated greetings and production of responses to them
- Formulation of inquiries as well as responses to them
- Participation in a conversation which recombines familiar materials
- Short resumés, monologues, or oral paragraphs on topics within the student's experience
- Oral reading of previously learned material in imitation of the teacher or a recorded model

READING

Goals

Students must be able to read with comprehension passages containing the active and passive vocabulary and principal grammar structures already learned.

In order to demonstrate this ability students should be able to:

- Read aloud to fix the association of the written symbol with the spoken word, especially those written symbols which represent sounds different from those which they represent to English speakers

- Draw meaning from the printed page through recognition of changes in meaning caused by modification in structure

- Read aloud in Spanish without interference from English syntactical patterns, for example, position of object pronouns

Suggested Learning Activities

In order to accomplish the goals outlined above, students might do the following:

- Rearrange scrambled words from dialog into proper sequence; then read the sentence orally

- Sightread for sound-symbol correspondence

- Match illustrations of the dialog with the appropriate flashcards that contain the written lines from the dialog

- Use a list of words or phrases on cards to form a sentence by expansion; then read the sentence orally

- Read and execute a written command given by the teacher

- Formulate an appropriate oral answer to a written question

- Hear and read simultaneously a sentence given on tape; then read back onto the tape the same sentence for comparison purposes

- Paraphrase in English a written Spanish passage (gisting)

- Read a passage of generally familiar material with key words missing; then from a list, provide words appropriate to the content

- Listen to a taped passage, then read a list of nonsequential events taken from the passage, and rearrange the statements into the proper order

- Listen to a passage or read a passage, then match partially completed sentences about the passage with approximate completions for them

- Read a passage, then match questions about the passage with their approximate answers

Activities for Evaluation

- Identification of appropriate written response to oral clue
- Identification of the printed word corresponding to a familiar picture
- Selection of definitions or equivalents of certain vocabulary items underlined in a passage of recombined material
- Response to appropriate cues, such as sentence completions, multiple-choice items, questions, and true-false statements

WRITING

Goals

Students must be able to do simple writing containing the active vocabulary and previously learned grammatical concepts. Level I composition should be very carefully guided and structured.

In order to demonstrate writing ability, students should be able to:

- Write in syllables, words, and sentences the graphic symbols which stand for the sounds of the language
- Control the aspects of punctuation and capitalization peculiar to Spanish
- Respond in writing to an oral or written cue, using appropriate grammatical forms and word order

Suggested Learning Activities

In order to accomplish the goals outlined above, students might do the following:

- Copy written models accurately
- Write punctuation and accent marks in their proper places in dictated material

- Rewrite scrambled words from a previously learned sentence in correct order
- Rewrite scrambled dialog lines previously learned in correct order
- Insert the appropriate letters in words where key letters have been left out
- Write answers to oral questions based on previously learned materials (narrative or dialogs)
- Write appropriate questions for answers based on previously learned materials
- Write appropriate sentences for visuals representing lines of a dialog
- Read a question related to learned materials; then write a reply in correct word order
- Look at visuals based on familiar materials, such as foods, family, etc., then write the word for each
- Use games, such as Spanish Scrabble or crossword puzzles
- Answer questions over familiar materials so that answers form a paragraph

Activities for Evaluation

Writing skills may be evaluated through one or more of the following:

- Copying of words or sentences correctly in Spanish, paying special attention to spelling (including diacritical marks), punctuation, and capitalization
- Writing from dictation
- Simple substitutions, replacements, or transformations (structure drills)
- Use of questions or visual cues to generate composition in structured situations
- Completion of a text containing deleted words (or segments) relating to structure

  Example: *Veo* _____ *mi mamá.*
  Veo __a__ *mi mamá.*

CULTURE

General Statement

Culture in the foreign language class is the totality of the ways of life of a language community. Language is the central feature of culture, the basic medium for its expression. Because language and culture occur simultaneously, the meaning of any utterance is the combination of the sound, grammatical, lexical, and cultural systems reflected in it. For this reason, the teaching of language and of culture cannot be separated.

In any study of culture the distinction must be made between two general categories:

- Those aspects that emphasize the *institution*, such as education, government, sports, recreation, and the arts
- Those aspects that emphasize the *personal*, such as gestures, social customs, and sex roles

Because of the great diversity in the Hispanic world, students must be taught not to conclude that the facets of culture studied are the same in all Spanish-speaking areas.

Goals

In order to demonstrate knowledge and understanding of certain aspects of culture, students should be able to:

- Identify the major geographical areas where Spanish is spoken
- Realize the impact of the Spanish culture and language on the United States
- Compare popular sports of Spanish-speaking countries with those of the United States, using this study as a basis for learning about sports such as soccer, jai alai, and bullfighting
- Identify festivals, foods, and holiday customs of Hispanic peoples
- Understand the formation of Hispanic family names
- Identify gestures (different from those of English speakers) used by Spanish speakers

- Demonstrate the use of formal and familiar forms of address
- Develop an awareness of the differences of the roles of men and women in the Hispanic world and in the United States
- Become aware of music, dance, and regional costumes typical of Spanish-speaking countries

Suggested Learning Activities

In order to accomplish the goals outlined above, students might do the following:

- Locate Spanish place names in the United States, beginning with Oklahoma; participate in group projects, such as making maps to show this Spanish influence
- Look at various maps and identify areas where Spanish is spoken: Texas, the United States, the Western Hemisphere, and the world
- Compile lists of words and expressions of Spanish origin that are a part of English vocabulary and relate these to various topics, such as the cattle industry
- Give reports on Hispanic influenced historical events/figures that played a role in Oklahoma history
- Research the regulations of a particular sport popular in Hispanic countries and sketch the field on which it is played
- Compare a traditional Hispanic sport with a similar one played in the United States
- Listen to recordings of songs; learn the background, words, and music (Singing can be a group activity with emphasis on language and culture rather than performance.)
- Research information about holidays and compare and contrast these with observances of the same ones in the United States, such as Christmas and Halloween *(Dia de los Muertos).* Activities related to celebrations can include music, dances, food, and costumes
- Learn to imitate some of the common gestures, such as *"Adiós, ¿Quién sabe?, Dinero,"* as seen in movies, filmstrips, and demonstrations by the teacher

- Present original dialogs (based on familiar material) in which the use of *tú* and *usted* are clearly distinguished
- Prepare a typical dish; describe and serve to the class
- Present a dance routine
- Wear and describe a typical costume
- Present a song connected with the holiday
- Plan banquets or cooking demonstrations
- Use role-playing to compare male-female relationships in the United States and Spanish-speaking countries, for example, family interrelationships, including the formation of family names, and social customs such as dating
- Plan and participate in field trips
- Collect materials and prepare bulletin boards on cultural topics
- Collect materials and prepare scrapbooks on cultural topics

Activities for Evaluation

It is evident that the development of culture cannot be evaluated in the same manner as the development of language skills. Perhaps the true evaluation will come later when students have had the opportunity to travel or live in a Spanish-speaking country and actually experience the culture. Many of the suggested learning activities are designed for enrichment and motivation and cannot be evaluated objectively. The following are suggestions only. Students may be asked to:

- Use outline map(s) of the United States or Spanish-speaking countries and locate Spanish place names and/or where Spanish is spoken
- Underline words in a paragraph in Spanish that are found in the English language
- Write a paragraph in English comparing a sport of the United States with one of a Spanish-speaking country
- Identify celebrations, food, and festivals of the Spanish-speaking countries

- Identify the Hispanic gestures as seen in pictures or demonstrations by the teacher
- Identify the Hispanic dances, music, and costumes as seen in pictures or demonstrations by the teacher

STRUCTURES

The following list of structural items is provided as a guide for teachers. These structures are to be taught in all four skills rather than in isolation. Reaching the goals in each of the skill sections should be given primary consideration. As local and individual student needs determine, teachers may wish to add to or delete from this list, making sure that those items not taught in Level I are included in Level II. Student performance in the four skills is more important than the number of structures covered.

Verbs

- Present, present perfect*, present progressive, (indicative mood) of *-ar, -er,* and *-ir* verbs (regular, including common stem-changing and orthographic-changing verbs; only most common irregular verbs)
- Present participles
- Preterite*
- Future tense with *ir* a + infinitive
- Uses of the infinitive
- Command forms (only those necessary for classroom use)
- Negation
- Uses of *ser* and *estar*
- Uses of *saber* and *conocer*
- Subject-verb agreement

* Whether this item is treated at the level indicated or later is dependent upon teacher philosophy and textbook presentation

Adjectives

- Definite and indefinite articles
- Agreement/Position
- Possessive
- Demonstrative (aquel forms - optional)
- Shortened forms
- Comparison*

Nouns

- Gender
- Number
- Formation of plurals

Pronouns

- Subject
- Object - direct, indirect, prepositional
- Reflexive
- Demonstrative (aquel forms - optional)
- Possessive*

Other Structures

- Possession (*de*)
- Interrogative words
- Adverbs - form and order in sentences
- Personal *a*

* Whether this item is treated at the level indicated or later is dependent upon teacher philosophy and textbook presentation

- Contractions *al* and *del*
- Negative words
- Common expressions and idioms with *tener, gustar,* and *hacer*
- Word order - basic sentence patterns and alterations of patterns for questions and negations

Vocabulary

- Greetings and expressions of courtesy
- Classroom vocabulary
- Weather and seasons
- Numbers
- Calendar items and time
- Colors
- Clothing
- Adjectives: descriptive, limiting, nationality
- Family
- Home/Rooms/Furniture
- Parts of the body
- Diversions, recreation and sports
- Food/Meals/Table setting
- Activities (verbs)

LEVEL II

LISTENING

Goals

Students recognize and comprehend the phonology and the morphological as well as the syntactical structures of Level I. These need to be reinforced and expanded through continued emphasis in meaningful contexts until adequate control has been achieved. Students should now be able to understand dialogs of greater length and complexity than those in Level I and comprehend narrative as well as conversational passages. In order to demonstrate these skills, students should be able to:

- Discriminate among typical Spanish intonation patterns of affirmation, information questions, yes-no questions, as well as other typical supra-segmental patterns
- Make intelligent guesses by listening to recombinations of familiar material containing unfamiliar lexical items
- Hear and discriminate among structure signals, such as noun markers to indicate gender and number and verb inflections to denote tense
- Understand Spanish spoken by a variety of educated native speakers

Suggested Learning Activities

In order to accomplish the goals outlined above, students might do the following:

- Listen to a short narrative, then look at a series of pictures depicting the story and number the pictures in sequence
- Respond to true-false or multiple-choice questions after hearing a narrative passage based on a dialog
- Listen to a set of sentences (commands, questions, and statements) and write correct punctuation for each sentence

- Listen to passages in recombination, including some unfamiliar expressions, and answer questions based on the passages
- Listen to selections containing unfamiliar material to introduce foreign speech of increasing length so as to result in intelligent guessing
- Listen to sentences read by the teacher and watch for structure signals such as number, gender, or verb forms and indicate the correct response
- View sound films and filmstrips
- Listen to guest speakers and taped programs in Spanish

Activities for Evaluation

- Oral or written response to questions based on a spoken narrative
- True-false statements or multiple-choice items based on a spoken narrative which may contain a recombination of learned vocabulary
- Discrimination among intonation patterns of affirmation, information questions, and yes-no questions by punctuating the sentences heard or read

SPEAKING

Goals

At this level students' oral skills should be more nearly equal to their aural recognition and comprehension. Students, having been exposed to the sound system in Level I, will strive for more accurate control of that system. Within the limits described in the section on structure, students should be able to:

- Produce with more consistent accuracy the sounds of Spanish vowels, consonants, and clusters with minimal interference from English
- Produce with greater accuracy patterns of intonation, stress, rhythm, and linking

- Express ideas using appropriate grammatical forms and word order characteristic of the language
- Participate in dialogs of greater length and complexity
- Produce conversations and short narratives paraphrasing familiar material

Suggested Learning Activities

In order to accomplish the goals outlined above, students might do the following:

- Respond to questions on a taped passage and repeat the answer given on tape
- Look at a list of selected words testing the sound system and listen to a teacher or taped model; then read the selections aloud, imitating the pronunciation of the model
- Respond to questions based on slides, filmstrips, or short films
- Read a first-person narrative and retell the story in third person
- Finish a dialog or story begun by the teacher, each student adding a line
- Produce short prepared talks with or without notes
- Produce short skits
- Participate in discussion groups, based on a reading selection, with questions prepared ahead of time by the students
- Discuss in small groups daily activities, centered around home, family, meals, school, and parties, basing the discussion on previously prepared drawings or magazine cutouts
- Participate in games such as "Twenty Questions" or "What's My Line?"
- Act out familiar fairy tales, or produce puppet shows
- Prepare videos, such as newscasts, sports, human interest stories, skits

Activities for Evaluation

- Production of selected vowel and consonant sounds after listening to a taped or live model
- Production of narrative in response to visual clues
- Narratives guided by the use of questions
- Original skits based on familiar material
- Oral presentation or reading of short selections from appropriate materials (prose or poetry)
- Student recordings of any of the above

READING

Goals

Students, having fixed the association of the written symbol with the spoken word, will strive for more accurate control of this skill. They should be able to read with comprehension selections of Spanish readings chosen for their cultural significance and interest from a variety of sources, such as fables, short stories, newspapers, pamphlets, and magazines, all of which contain vocabulary and grammar concepts already presented. Students should learn to use reading aids, such as dictionaries, to distinguish among various word usages.

In order to demonstrate this ability, students should be able to:

- Read aloud using pronunciation, intonation, stress, and rhythm acceptable to the teacher
- Recognize and comprehend selected idioms
- Read silently with comprehension, and without translation, material more difficult than that of Level I
- Develop the skill of sensible guessing through the use of grammatical and contextual clues

Suggested Learning Activities

In order to achieve the goals outlined above, students might do the following:

- Read familiar material aloud with special attention to pronunciation, intonation, rhythm, stress, and linking
- Combine selected dialogs into a narrative
- Read headlines from Spanish periodicals for comprehension
- Use contextual clues for sensible guessing when reading unfamiliar material with previously learned vocabulary and phrases underlined
- Read a passage orally, listen to tape of same passage, reread passage, and indicate answers to questions given orally
- Read a passage of familiar material; then give oral or written resumé
- Read material from an overhead transparency (each line at time intervals); then with projector turned off, answer questions either orally or in writing
- Listen to a passage, then read a list of nonsequential events taken from the passage and rearrange the events into the proper order
- Read a passage, then match questions about the passage with their appropriate answers

Activities for Evaluation

- Student recordings or oral reading to the teacher
- Answers to questions on reading selections
- Oral or written resumés of selected materials
- Completion of short sentences based on a given reading selection
- Multiple-choice vocabulary items, including synonyms and antonyms
- Identification by matching (definitions, characters in the reading selections)

WRITING

Goals

Students should be able to write compositions of greater length and complexity, keeping, however, within the active vocabulary and previously learned grammatical concepts. Compositions should continue to be guided. The skills which students should demonstrate will be the same as those of Level I.

In order to demonstrate these skills, students should be able to:

- Write the graphic symbols with more consistent accuracy than in Level I
- Write accurately the morphology, syntax, and those lexical items within their experience
- Punctuate and capitalize correctly

Suggested Learning Activities

In order to achieve the goals outlines above, students might do the following:

- Write answers to oral questions based on previously learned materials (narrative or dialog)
- Write the appropriate questions for the given answers (based on previously learned materials)
- Look at visuals representing lines of a dialog and write an appropriate sentence
- Read a question related to learned materials; then write a reply in correct word order
- Work crossword puzzle and play Spanish Scrabble
- Combine two simple sentences into one sentence and use appropriate structures
- Fill in the missing key word in a sentence by selecting an appropriate word from a given list
- Rewrite a dialog into narrative form

- Rewrite a narrative into dialog form
- Listen to a narration on tape; then write a brief resumé of the material
- Look at visuals based on a familiar subject, such as foods or family, and write the correct word for each
- Use key words from a narrative or dialog to write complete original sentences
- Form a sentence from given structural elements by following a given model

  Model: *Iban a la iglesia todos los domingos*
  assistir/escuela/semanas
  Asistîan a la escuela todas las semanas

Activities for Evaluation

- Dictation of familiar and limited unfamiliar materials, in which special attention is given to spelling, punctuation, and capitalization
- Answers to questions based on a selection previously read
- Substitutions, replacements, and recombinations
- Short resumés about selections previously studied, with questions for guidance
- Questions developed from a series of statements
- Original narratives based on familiar situations
- Short original skits based on familiar situations
- Sentences or a complete narrative, given visual stimuli
- Paragraphs in a different tense from the one given
- Direct discourse rewritten as indirect discourse

CULTURE

Goals

Teachers of Level II should refer to the general statement on culture in Level I, particularly the definitions of the two general categories of culture. The cultural aspects and concepts presented in Level I are to be reinforced, expanded, and studied in greated depth. In addition, students will broaden their knowledge and understanding of Hispanic culture through the introduction of additional facets of culture.

Students will demonstrate their comprehension of culture by being able to:

- Identify some of the principal heroes and/or leaders of Spanish-speaking countries
- Compare and contrast specific aspects of the educational system of the United States with those of selected Spanish-speaking countries
- Identify, through selected readings in English, characteristics of Hispanic people
- Compare and contrast customs related to birth, marriage, and death in the United States with those in Spanish-speaking countries

Suggested Learning Activities

In order to achieve the goals outlined above, students might do the following:

- Select a Spanish-speaking country and prepare an oral or written report in English or Spanish on an outstanding person of the past or present
- Determine, through basic and supplementary reading, certain aspects of the educational systems of Spanish-speaking countries different from those of the United States, such as number of years spent in school for boys and girls
- Read and/or listen to a selection, then participate in group discussions on character traits of Hispanic peoples

- Study (in basic or supplementary materials) Hispanic customs related to birth, death, and marriage
- Listen to short recorded selections and identify differences in the pronunciation of Spanish
- Do research on vocabulary commonly used in the area *if* Spanish is spoken natively in the community
- Listen to reports from other students who have traveled and/or lived in a Spanish-speaking country

Activities for Evaluation

As we stated in the Level I section, the students' understanding of culture is very difficult to evaluate as a separate entity. One suggestion to the teacher might be to include at least one question specifically related to culture on each major test. In addition, students may be asked to do the following:

- Match principal leaders of Spanish-speaking countries with their country by approximate time span
- Present an original dialog between an American and a Mexican student (or from another Spanish-speaking country), discussing differences in their school life.
- Study a list of character traits and check those which apply to persons in a selection which has been read
- Study a list of practices related to birth, death, or marriage customs and check those typical of the Hispanic culture

STRUCTURES

Teachers should refer to the introductory statement for Level I Structure on page fourteen. Level II should begin with a review of those structures taught in Level I and any additional items not included in the Level I course. As was suggested in Level I, teachers may wish to add to the list of structures in Level II or postpone some items until Level III. It cannot be emphasized too strongly, however, that the primary concern in teaching structure is the individual student performance in all four of the language skills.

Additional indicative verb forms

- Past participles
- Preterite
- Imperfect
- Present and past perfects
- Past progressive
- Future*
- Conditional*

Uses of preterite and imperfect

Imperative

- All commands on a productive level (formal, familiar, "let's")

Forms and uses of present and present perfect* subjunctive in noun clauses, in adjective clauses*, after impersonal expressions

- In noun clauses
- In adjective clauses*
- After impersonal expressions
- Adverb clauses* - optional

Reflexive constructions

- Reflexive verbs
- "*Se*" substitute for passive
- "*Se*" impersonal use

Comparison of adjectives and adverbs

- Comparisons of equality (*tan, tanto,* etc. . . . *como*)

* Whether this item is treated at the level indicated or later is dependent upon teacher philosophy and textbook presentation.

Uses of

- *"Hace . . ."* and the present tense
- *Por* and *para*
- *"Estar"* plus the past participle
- *Sino* and *pero*
- Possissive pronouns

Vocabulary - expand Level I

- Occupations
- Transportation/Travel
- Health/Medicine
- Daily routine (reflexive verbs)
- Community
- Animals
- Nature
- Materials (cloth, minerals, metals, etc)
- The arts
- Descriptive adjectives
- Common legal terms; example, courtroom, police station, documents, licenses, marital status, etc.

LEVEL III

LISTENING AND SPEAKING

Goals - Listening

At this level students will comprehend much more than they can reproduce orally; therefore, a broader range of topics may be included for listening comprehension activities than for speaking. Students should comprehend with increasing accuracy the meaning of a statement or passage as a single function rather than as isolated segments of sound. This will include live as well as recorded speech. To demonstrate these skills, students should be able to:

- Comprehend and discriminate among the sounds of the language at a conversational tempo
- Comprehend short conversations and narrative passages based on familiar situations
- Comprehend the main idea of an unfamiliar context
- Comprehend narrations of increasing length and structural complexity
- Understand Spanish spoken by educated native speakers in controlled situations

Goals - Speaking

Students demonstrate a greater competency in the skills of aural and oral discrimination as described in Levels I and II, with special attention to intonation of statements, questions, and commands; structure signals; vowel clusters; consonants, and suprasegmental phonemes; and syntactical patterns. To demonstrate these skills students should be able to:

- Produce with increasing accuracy most sounds of the language
- Narrate personal information and daily life situations
- Formulate and respond to questions based on reading selections as well as personal experiences

- Participate in short conversations based on familiar situations and paraphrase words or phrases are lacking to sustain the conversation
- Retell familiar material in simple form (primarily present tense)
- Show some evidence of grammatical accuracy in basic constructions

Suggested Learning Activities

The audiolingual practices in Levels I and II were limited to such activities as mimicry, pronunciation drills, dialog-narrative recitation, and pattern drills to give students control over basic sound structure patterns. In Level III the emphasis will gradually shift from the classroom type of conversation to communication needed in everyday situations. Since reading skills will occupy a large part of the time in Level III, listening-speaking skills should be practiced in conjunction with reading, and classroom activities should be based on the reading selections.

To develop the listening and speaking skills, the student may do such activities as the following:

- Listen to informal recorded speeches, radio and television broadcasts, films, filmstrips, and tapes
- Listen to oral reports, skits, and anecdotes
- Listen to recordings of textbook materials
- Engage in conversations and class discussions through questions and answers
- Converse with guest speakers who appear before the class
- Participate in skits or plays, expressing proper intonation for emotions
- Summarize orally familiar materials of a scene from a play, recordings, anecdotes, and cartoons
- Explain orally how to do something, such as a hobby or sport
- *Enseñar y explicar* (Show and Tell)

- Participate in oral structure drills
- Tape-record pronunciation and structure drills and short reading selections
- Converse with native speakers in controlled situations

Activities for Evaluation

- Oral or written response to questions (multiple-choice, true-false) based on unfamiliar recorded materials
- Oral or written response (short answer, completion) to questions based on familiar recorded materials
- Reports or summaries of classroom materials or events
- Student recordings of pronunciation and structure drills
- Indication of the word or phrase that best completes the sentence heard

READING

General Statement

In Level III the divergence between active and passive vocabulary becomes even greater than in previous levels. In silent reading students will encounter and understand, through contextual clues, a great deal of vocabulary which they will not be able to produce; nevertheless, vocabulary studies must not be limited to only those forms which students can reproduce. Active vocabulary will be best mastered when based on topics within students' experiences; passive vocabulary will emphasize reading for meaning in context rather than the study of isolated words. Teachers should select from available abridged or complete reading materials (magazine articles, literature, etc.) to include both prose and poetry. The range of length and difficulty should progressively include paragraphs, articles, essays, poems, and short stories.

Vocabulary of a purely regional flavor may also be introduced at this level in the passive stage.

Goals

Students must be able to derive meaning from their readings; learn specified vocabulary, structures, and idioms; acquire a degree of fluency in silent reading and expression in oral reading; acquire cultural data, insights, and appreciation; and as readings become more literary, recognize and appreciate a limited number of stylistic devices.

To demonstrate these skills, the students should be able to:

- Read aloud with accuracy of intonation, rhythm, stress, and linking
- Read and understand material containing recombinations of the vocabulary and grammatical structures previously learned
- Understand syntactical patterns which signal meaning
- Derive overall meaning through contextual clues
- Identify previously learned vocabulary in a new context
- Read, with increasing comprehension, materials containing unfamiliar cognates and new vocabulary or structural items
- Recognize synonyms, antonyms, cognates, and word families in context
- Progress from understanding the denotational meaning of an unfamiliar passage to discerning connotational meaning through devices of style, such as metaphors, similes, and plays on words
- Recognize stems, prefixes, and suffixes of words in a passage

Suggested Learning Activities

- Record readings from stories, plays, and articles
- Read aloud from selected stories, plays, and poems
- Read aloud a paragraph of unfamiliar material
- Underline new vocabulary, including cognates, or structural items in a given passage

- Read selected works from literature with emphasis on comprehension without translation
- Match idioms or vocabulary word with definitions
- Check the response which best completes the initial statement
- Select which of several responses is the most appropriate rejoinder to an initial statement
- Read unfamiliar material within an allotted time and then answer multiple-choice questions
- Read a passage in an alloted time, underlining the words not understood
- Identify stems, prefixes, and suffixes of words
- Identify figures of speech from selected prose or poetry
- List word families derived from stems, prefixes, and suffixes

Activities for Evaluation

Reading skills may be evaluated by the following:

- Student recordings and/or oral reading in class
- Sightreading
- Completion or matching exercises based on a previously read selection
- Completion of a previously read paragraph with key words missing
- Responses to questions over reading selections
- Identification of cognates, new vocabulary, or structural items by underlining or marking items and by matching definitions, synonyms, and antonyms
- Identification of figures of speech in a reading selection
- Arrangement of sentences in correct order based on a previously read passage

WRITING

Goals

Writing skills should be practiced in conjunction with the other skills of listening, speaking, and reading. Whereas in Levels I and II the principal types of writing practiced were of an imitative and guided nature, Level III will provide a progression from directed to expressive composition.

To demonstrate these skills, the students should be able to:

- Show mastery of the graphic symbols of the spoken word
- Write variations of patterns previously learned
- Select language in accordance with the subject matter, purpose, or the intended reader
- Express their own thoughts on a specified topic

Suggested Learning Activities

Composition still needs limited control depending upon the range of vocabulary and topics. Letter writing or skits centered on familiar topics are examples of expressive composition with controlled elements. To continue the development of writing skills, students may do the following:

- Write from dictation
- Write a diary to cover a designated period of time
- Expand sentences by adding an appropriate structural item from a given list
- Write simple business letters, such as a letter of inquiry to tourist agencies or request for materials
- Write an opinion on the appropriateness of the ending of a story read
- Write a synonym or antonym for specified words taken from a passage read
- Summarize the plot of a story

- Describe a magazine picture, a cartoon, or another visual
- Write a guided composition on a career choice
- Describe hobbies, people, activities, or pets
- Compile from reading selections a list of idiomatic expressions useful for everyday conversation
- Answer a specified number of questions so that the written response will form a composition
- Write short skits for dramatization based on in-class readings or events
- Compose simple poetry using a given model or guide, for example, Haiku
- Write original sentences using selected idioms from a reading passage
- Write a simple personal letter in Spanish, for example, to a pen pal in a Spanish-speaking country or region
- Write simple jokes
- Complete a job application form
- Write advertising commercials

Activities for Evaluation

- Dictation from both familiar and unfamiliar materials
- Recombination, substitution, and replacement exercises over the structures of Levels I, II, and III
- Answers to questions over readings
- Guided compositions
- Summaries of reading selections
- Paragraphs over specific topics based on reading selections following class discussion

CULTURE

General Statement

As stated in the sections on Levels I and II, the study of culture is a part of every aspect of the teaching of Spanish at all levels. In Level III students must expand and deepen their understanding of previously taught concepts. Contemporary culture is of first concern to students; they are interested in how Spanish-speaking students of their own age and circumstances behave and think.

Goals

Students will demonstrate their comprehension of Hispanic culture by being able to:

- Identify objects, people, scenes, gestures, habits, and traditions typical of both the Hispanic and the students' own culture
- Acquire information about the way of life in the Hispanic culture
- Understand what behavior is expected in specified situations in the Hispanic culture
- Recognize the meaning and importance of gestures
- Identify those authors, characters, or works from the humanities which have become part of the Hispanic contribution to world cultures

Suggested Learning Activities

Students may do the following:

- Explain why the native speaker in a film or filmstrip is reacting in a certain way to a certain situation
- Point out what is culturally different in a picture or scene from a Spanish-speaking country
- Describe a typical day in the life of a selected person living in a Spanish-speaking culture

- Report on cultural items found in newspaper or magazine articles from a Spanish-speaking country
- Discuss personal reactions to cultural similarities and differences in the Hispanic world
- Learn a song which is related to a particular cultural or historic event such as *Mañanitas* or *Adelita*
- Participate in dances representative of certain regions
- Explain how to prepare certain Hispanic foods
- Collect and explain cartoons or jokes
- Identify by country familiar works of art, buildings, monuments, and musical selections
- Write a letter pretending to be a famous historical figure
- Discuss the different cultural - sociological, geographical, or historical - aspects of reading selections, identifying authors, characters, and influences which typify the various Hispanic cultures
- Explain culturally significant similes or metaphors in a familiar poem or song
- Listen to guest speakers from Spanish-speaking localities talk on various facets of Hispanic culture

Activities for Evaluation

- Designation of statements about Hispanic culture as true or false
- Specialized terms matched with their definitions
- Answers to factual multiple-choice questions
- Comparisons and contrasts of significant aspects of the Hispanic culture with the students' own culture
- Identification of gestures typical of both the Hispanic culture and the students' own culture

- Indication of what gestures a Spanish speaker would probably use in a given situation

- Matching of short-answer type questions based on previously discussed readings for identification of cultural elements, authors, characters, and influences typically Hispanic

STRUCTURES

It is recommended that a review of all structures previously presented precede the Level III program. By this time teachers should be able to determine which structural items are most important for each student and thus plan for reinforcement accordingly. The attainment of the goals in the three-level Spanish program can be measured by each individual student's performance in the four skills.

Verbs

- Indicative mood: future, conditional, future perfect, conditional perfect

- Subjunctive mood

  — Present: Uses in adverbial clauses, adjective clauses
  — Imperfect: Forms and uses, including "if" and "as if" clauses
  — Present perfect: Forms and uses
  — Past perfect: Forms and uses

- Sequence of tenses

- Passive voice

- Future and conditional of probability

Pronouns

- Demonstrative neuter

- Nominalizations with *lo, el, la*

- Relative

LEVEL IV

LISTENING

Goals

At this level students should be able to understand everyday topics, common personal and family news, well-known current events, and usual matters involving school, work, and daily routine. Students should comprehend descriptions and narrations using past, present, and future tenses.

SPEAKING

Goals

Students should now demonstrate some spontaneity in language production and should be able to use most question forms. They should also be able to sustain casual conversations about familiar subjects using fundamental grammatical constructions correctly. Students should begin narrating in past, present, and/or future and be able to express opinions on very familiar topics related to strong personal interests.

READING

Goals

In Level IV reading for meaning and enjoyment should be emphasized. Both edited and authentic texts in prose and poetry of moderate difficulty can now be used. Students should improve reading skills in order to appreciate the written language as literature.

WRITING

Goals

Students should be able to write simple letters, paraphrases, and short compositions on familiar factual topics. They should relate personal history, preferences, observations, and other familiar material using elementary vocabulary and common structures. Finally, students should write well enough to be understood by a native reader.

SUGGESTED READINGS

Don Quijote (abridged version)
Marcelino Pan y Vino
Bantam Dual Reader/Cuentos Españoles
El Sombrero de Tres Picos
José
María
Lazarillo de Tormes
Bodas de Sangre
Platero y yo

and selections from such authors as:

Borges, Gabriela Mistral, Octavio Paz, Garcia Márquez, Vargas Llosa, Ana Maria Matute, Carlos Fuentes